



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Yarmouth High School

SAU: Yarmouth Schools

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2012-2013 NCLB Report Card



School: Yarmouth High School
SAU: Yarmouth Schools
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	106	100	94	79	79	50	23	56	14	7	99	1	0
	2011-2012	123	123	100	80	80	47	33	47	13	7	122	1	0
Female	2010-2011	50	47	94	87	87	54	26	62	6	6			
	2011-2012	56	56	100	91	91	51	32	59	7	2			
Male	2010-2011	56	53	95	72	72	46	21	51	21	8			
	2011-2012	67	67	100	72	71	43	34	37	18	10			
Caucasian/White	2010-2011	104	99	95	79	79	51	23	56	14	7			
	2011-2012	116	116	100	83	82	48	35	47	12	5			
African American/Black	2010-2011	1	0	0			23							
	2011-2012	1	1	100			28							
Hispanic	2010-2011	0	0				45							
	2011-2012	5	5	100			30							
Asian or Pacific Islander	2010-2011	1	1	100			51							
	2011-2012	1	1	100			48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	8	6	75			34							
	2011-2012	12	12	100	58	58	31	8	50	25	17			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	17	13	76	38	38	17	15	23	38	23			
	2011-2012	12	12	100	42	38	16	<1	42	33	25			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	1	1	100			13							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Yarmouth High School
SAU: Yarmouth Schools
Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	106	100	94	83	83	49	14	69	11	6	99	1
	2011-2012	123	123	100	82	82	47	24	59	11	7	122	1
Female	2010-2011	50	47	94	79	79	47	13	66	11	11		
	2011-2012	56	56	100	91	91	46	20	71	5	4		
Male	2010-2011	56	53	95	87	87	51	15	72	11	2		
	2011-2012	67	67	100	75	75	47	27	48	16	9		
Caucasian/White	2010-2011	104	99	95	83	83	50	14	69	11	6		
	2011-2012	116	116	100	84	85	48	24	60	10	5		
African American/Black	2010-2011	1	0	0			21						
	2011-2012	1	1	100			21						
Hispanic	2010-2011	0	0				36						
	2011-2012	5	5	100			32						
Asian or Pacific Islander	2010-2011	1	1	100			62						
	2011-2012	1	1	100			55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	8	6	75			31						
	2011-2012	12	12	100	33	33	30	<1	33	42	25		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	17	13	76	54	54	15	<1	54	31	15		
	2011-2012	12	12	100	17	23	15	<1	17	42	42		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	1	1	100			15						

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2012-2013 NCLB Report Card



School: Yarmouth High School
SAU: Yarmouth Schools
Grade: High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	106	100	94	60	60	44	4	56	27	13	99	1
	2011-2012	123	123	100	72	71	44	9	63	16	12	122	1
Female	2010-2011	50	48	96	58	58	40	2	56	29	13		
	2011-2012	56	56	100	77	77	40	5	71	14	9		
Male	2010-2011	56	52	93	62	62	48	6	56	25	13		
	2011-2012	67	67	100	67	66	49	12	55	18	15		
Caucasian/White	2010-2011	104	99	95	61	61	45	4	57	26	13		
	2011-2012	116	116	100	73	73	45	9	65	17	9		
African American/Black	2010-2011	1	0	0			19						
	2011-2012	1	1	100			20						
Hispanic	2010-2011	0	0				37						
	2011-2012	5	5	100			32						
Asian or Pacific Islander	2010-2011	1	1	100			49						
	2011-2012	1	1	100			45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	8	6	75			29						
	2011-2012	12	12	100	33	33	30	<1	33	25	42		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	17	13	76	38	38	14	<1	38	23	38		
	2011-2012	12	12	100	33	31	16	8	25	8	58		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	1	1	100			10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Yarmouth High School
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100	96	80	79	48	100	100	96	83	83	48	97	97	84
Caucasian/White	100	100	96	81	80	49	100	100	96	84	84	49	97	97	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	0	0	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	0	0	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	*	*	94	*	*	33	*	*	94	*	*	31	86	86	73
Students with Disabilities	*	*	90	40	38	17	*	*	90	36	38	15	90	90	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	0	0	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	4	10	14	6	10	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.